

Integrating

Women's Studies

Into the Curriculum

SCHEDULE OF WORKSHOPS

| | | | |
|--------------------------------|-------------------------|------------|--|
| Women and Development | April 18 Commons 207 | 4:00-7:00 | Eva Friedlander United Nations Columbia Univ. |
| History | April 23 UC-103 | 4:00-7:00 | Susan Stuard Princeton, Institute for Advanced Study |
| Gender and Creative Process | April 30 BC Chapel | 7:00-10:00 | Roberta Sklar Women's Experimental Theatre |
| Feminist Theory | May 1 Commons 213 | 4:00-7:00 | Sandra Harding Univ. of Delaware |
| Literature | May 6 Commons 213 | 4:00-7:00 | Marilyn Schuster Susan Van Dyne Smith College |
| Politics | May 7 | 4:00-7:00 | Sarah Slavin SUNY--Buffalo |

A COLD SUPPER WILL BE PROVIDED AT ALL 4-7 MEETINGS

Integrating

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Workshop on Gender and the Creative Process

Tuesday, April 29, 1985
7:00-10:00

Brothers College Chapel

Consultant: Roberta Sklar
Women's Experimental Theater
and

New York University Performance Studies Program

Roberta Sklar will offer an experiential workshop on consciousness of gender in teaching creative process such as writing, painting, or acting. While focused particularly on creative process, the workshop should be of interest to all faculty. It will be useful for understanding gender in the context of classroom process. Many of the exercises, which will be part of the workshop, can also be used in class.

Since 1972, Roberta Sklar has been artistic director of the Women's Experimental Theater, of which she is one of the founders. The group has a new production about to open in New York of which a part will be performed at Drew on Monday night, April 29 (Great Hall, 7:00 p.m.). Sklar has worked in New York and toured the U.S. and Europe with Women's Experimental Theater productions. Recently, she was part of a delegation to Nicaragua where she participated in their Fourth Annual Theater Festival.

Roberta Sklar is also currently an Associate Professor in the Performance Studies Program at New York University. She has been a visiting professor at Smith College, Bard College, and Hunter College, where she initiated an experimental course in Women's Studies and still serves as a consultant to their Women's Studies program.

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TO: Participants in Gender and Creative Process Workshop

From: Wendy Kolmar, SWB-27

Attached is the "Introduction to Consciousness Raising" that Roberta Sklar left for me to copy.

I have also tried to summarize, in a very skeletal way, the specific exercises she did that night. I know there were useful suggestions and cautions she offered that I didn't get down. If you will add to or change what I have on the basis of your own recollection and send it back to me, I'll create a collective version. I'll also send this one to Roberta for her comments.

Summary of Additional Exercises from Gender and Creative Process Workshop

The Questioner. (Particularly good for introducing and exploring sensitive issues)

- 1) Select a topic as the focus of questioning (e.g. "Women and Money")
- 2) Introduce the topic to the group and tell them that the group is responsible for sustaining the questioning.
- 3) Choose 2 people to begin the questioning, usually the instructor and one student. They stand in front of the group and begin asking questions on the given topic. When one person runs out of questions, he/she sits down and another person stands up and joins the questioning.

Guidelines: Let the questioning run for about 20 minutes. Don't force students to participate. Students can be questioners more than once or not at all. They can ask 20 questions or 1.

Going Around the Circle--Topics to Raise Gender Issues

- 1) Go around the circle and have each person say one thing that makes him/her aware of his/her gender identity. Allow people to pass if they like and come back to them later. The second time around the circle ask people to give three things. As the circle proceeds, try not to comment on the things people say and ask other students not to.
- 2) Go around the circle as above and ask each person for a "gender brag"--say something good about yourself that's based on your gender.

Guidelines: Stick to the structure. Try not to comment or allow or other students to comment on what people say. Let students pass if they want to and come back in later.

Integrating **Women's Studies** Into the Curriculum

Social Sciences Methodology Workshop

Preliminary Meeting
Friday March 22
U.C. Rear Lounge
3:00

Workshop with Consultant
Thursday, March 28
Commons 213
4:00--7:00

Consultant: Kersti Yllo
Assistant Professor of Sociology and Anthropology
Wheaton College

She is Co-coordinator of Women's Studies at Wheaton and was closely associated with the college's Balanced Curriculum Project. Her participation in the project included presenting workshops on feminist criticism of social sciences methodology, working in an ongoing study group on feminist theory, serving as a consultant to other faculty, participating in training workshops on feminist pedagogy, and developing plans for continuation of project efforts beyond the grant period. At the University of New Hampshire, she developed a colloquium on sexism in sociology and served on the University's Commission on the Status of Women. She also consults with integration projects at colleges and universities through the consulting program of the Wellesley Center for Research on Women. A brief statement of her approach to rethinking the introductory sociology course is reproduced on the back of this sheet.

FOR THE PRELIMINARY MEETING--Please bring the syllabus you would most like to consider integrating. At the meeting, we'll talk both about what everyone currently does in courses and what they would like to consider revising. This will be a session in which we, as a group, formulate some of the questions we hope the consultant will answer.

Upcoming Workshops--SAVE THESE DATES

| | | |
|------------------------------------|--|-----------------------------|
| History | Susan Stuard Inst. for Advanced Study Princeton | April 23, 4:00 UC-103 |
| Feminist Theory | Sandra Harding Univ. of Delaware | April 2 or 22, 4:00 |
| Literature | Marilyn Schuster, French Susan Van Dyne, English Smith College | May 6, 4:00 Commons 213 |
| Gender and the Creative Process | Roberta Sklar Women's Experimental Theatre | April 29 or 30 BC Chapel |

Dates Still to Be Announced for Workshops on:

Religion, Politics, Economics, Developing Countries

Integrating **Women's Studies** Into the Curriculum

Workshop on Women and Development

Thursday, April 18
4:00-7:00 pm
Commons 207

Consultant: Eva Friedlander

This workshop will focus on issues for teaching women and development. It will be oriented less toward revising particular syllabi than other workshops and more toward suggesting topics for discussion and providing examples for illustration of those topics.

Eva Friedlander, a Brown University Ph.D. in Anthropology, is currently a Research Associate of the Southern Asia Institute at Columbia. She is also a consultant to the United Nations International Research and Training Institute for the Advancement of Women. She has taught Anthropology at New York University, Hunter College, and Goucher College, where she also helped establish the Women's Studies Program. Her areas of research include: Changing Patterns of Marriage and Caste in Urban Bengal; Household Structure and Sex Roles Among the Jicarilla Apache; and, most recently, Ethnic Associations: Their Role in Serving Newcomers to New York City. Among her recent publications are:

"Women and Development Planning: A Training Module"
United Nations (1985).

"The Incorporation of Women into Development Planning: The Need for Qualitative Data" United Nations (1984).

"Conflict and Stability: Courses Towards Urban Integration"
in Main Currents in Indian Sociology (1983).

Indian Use of the Santa Fe National Forest: A Determination from Ethnographic Sources. Ethnohistorical Report Series No. 1. Center for Anthropological Studies: Albuquerque (1980).

Integrating

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Workshop on History

Tuesday, April 23
5:00-7:00

UC-103

Consultant: Susan Stuard
Institute for Advanced Study
Princeton

Trained as a medieval historian, Susan Stuard was responsible for developing the Introduction to Western Civilization Course for the Organization of American Historians gender-balanced curriculum. She is on the faculty at SUNY-Brockport, but spent the 1983-84 academic year at Haverford College and is currently at the Institute for Historical Studies in Princeton. She has received both the SUNY Chancellor's Award and the George Queen Award for excellence in teaching.

This year, she is finishing a book on medieval Dubrovnik which she hopes will serve as a model for using information about women in the private, domestic environment to shed light on public and civic concerns. Her article, "Dowry Increase and Increments in Wealth in Medieval Ragusa (Dubrovnik)," in the Journal of Economic History (1981), exemplifies this approach as does her 1984 article on slavery in the Journal of Medieval History.

Integrating **Women's Studies** Into the Curriculum

Workshop on Feminist Theory

Wednesday, May 1
4:00-7:00

Commons 213

Consultant: Sandra Harding
Associate Professor of Philosophy and Sociology
University of Delaware

Sandra Harding is the editor of Thinking About Women, a collection of syllabi for feminist courses in philosophy, and co-editor of Discovering Reality. She has published and presented numerous papers on feminist issues in political theory, epistemology, and philosophy of social sciences. She is currently at work on a book on rethinking the concept of scientific objectivity from a feminist perspective. She has consulted on curriculum change at various colleges and universities; she has refereed feminist texts for publishers such as Random House and McGraw Hill; and reviews papers for such journals as Signs, Feminist Studies, and Philosophical Forum.

Prof. Harding will focus the discussion at the May 1 workshop around theoretical articles from three different disciplines--probably history, literature, and one of the social sciences. If you plan to attend the workshop, please return the tear sheet below so that I can send you copies of the articles before the workshop.

I plan to attend Sandra Harding's workshop on May 1.

Name:

Box Number:

Return to Wendy Kolmar, SWB-27

Integrating **Women's Studies** Into the Curriculum

Workshop on Literature

Monday, May 6
4:00-7:00

Commons 213

Consultants: Marilyn Schuster and Susan Van Dyne
Smith College

Marilyn Schuster, Dean and Associate Professor of French, and Susan Van Dyne, Dean and Associate Professor of English, both at Smith College, consult across the country on curriculum change. As curriculum coordinators for the Smith Project on Women and Social Change, they have taught intensive faculty development seminars on integrating scholarship on women throughout the liberal arts curriculum. In the May 6 workshop, they will concentrate on the transformation of courses in literature--including English and American, European, and Classical literatures. They have asked that we read for the workshop Annette Kolodny's essay, "Dancing through the Mine-Field," copies of which are available from Wendy Kolmar (SWB-27, Ext. 288). If you received the papers for the feminist theory workshop, it was included among them.

Together, Profs. Schuster and Van Dyne have authored numerous papers on curriculum transformation. They have edited and written articles for a volume entitled, Women's Place in the Academy: Transforming the Liberal Arts Curriculum which is forthcoming. Prof. Schuster holds a Ph.D. in French language and literature from Yale University and has published articles on Arthur Rimbaud, Marguerite Duras, Jane Rule, and Monique Wittig. Prof. Van Dyne holds a Ph.D. in English and American literature from Harvard University and has published articles on Theodore Roethke, Sylvia Plath, Adrienne Rich, and other American women poets.

Integrating **Women's Studies** Into the Curriculum

Workshop on Economics

July 8, 1985
11:00-2:30

Commons 207
Consultant: Robin Bartlett
Denison University

Robin Bartlett, a professor of economics at Denison University, is one of the few economists who consults on curriculum integration. She was a participant in the 1983-84 Mellon Seminar at the Wellesley Center for Research on Women, "Integrating the New Scholarship on Women into the Social Science Curriculum." Much of her recent work is on women in the labor force. Her numerous publications and presentations are listed on her vita, which is attached. Also attached are two of her recent articles.

It would be helpful for her if you could send me (or drop by my office in Bowne) syllabi of the your courses so that she could look at them Monday before the workshop. Otherwise, please bring your syllabi to the workshop. The workshop will begin at 11:00; we'll break for lunch between 12:00 and 12:30 and then continue for whatever further time is needed.

Integrating **Women's Studies** Into the Curriculum

Workshop on Politics

Tuesday, May 7
4:00-7:00

Commons 213

Consultant: Sarah Slavin
Assistant Professor of Political Science
State University College at Buffalo

As a member of the American Political Science Association Commission on the Status of Women, Sarah Slavin has been active in designing a curriculum intergration project. She is on the governing body for that project, which is now funded by FIPSE, and is the author of a supplementary textbook--Women and the Politics of Constitutional Principles--one of eight textbooks forthcoming from the project. She has conducted and participated in workshops on integrating women into traditional American government courses and has consulted with university projects.

She is editor of Women and Politics: A Quarterly Journal of Research and Policy Studies (Haworth Press) and the author of a book on the history of feminism in the United States (1979). She has also edited a collection of articles about women's studies pedagogy and curriculum from pre-school through the doctorate and has presented many paper on women and politics at professional conferences.

If you plan to attend the workshop, please bring a syllabus for a course you might be considering as a candidate for integration.